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Embracing the Educational Value of Imitation

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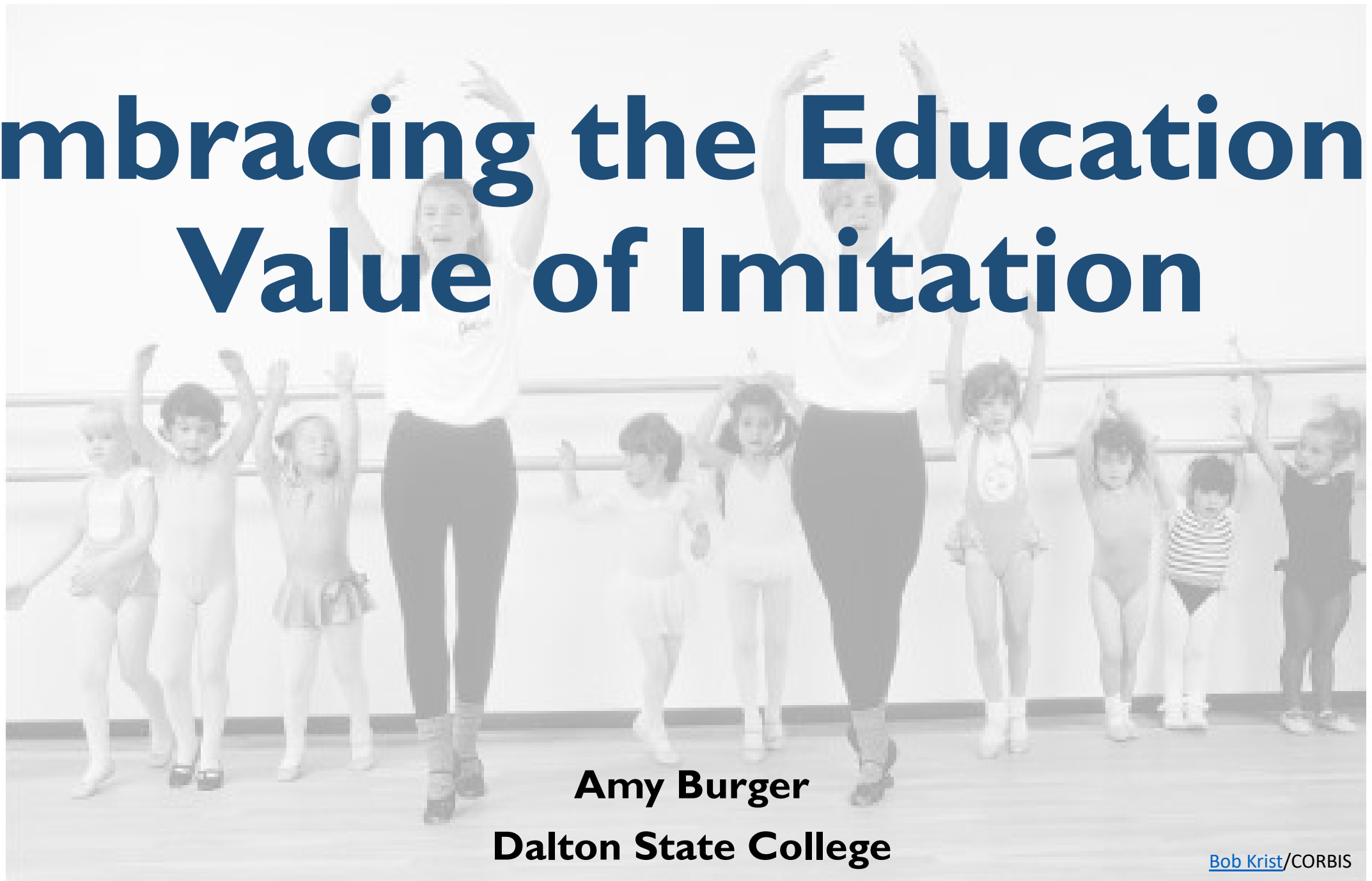
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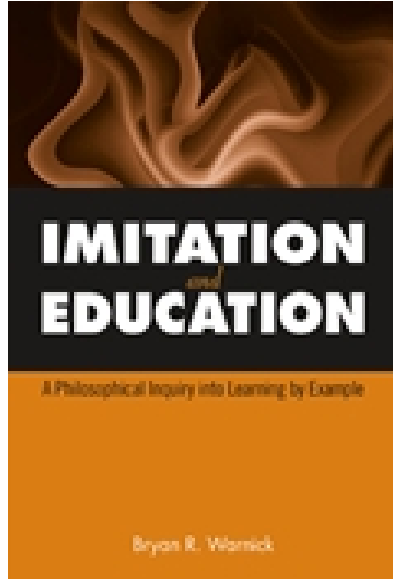
Embracing the Educational Value of Imitation



Amy Burger
Dalton State College

Social cognitive theory

Observational learning based on the actions of models (Bandura)



Warnick, B. (2008). *Imitation and education a philosophical inquiry into learning by example*. Albany: State University of New York Press.



psychyogi.org

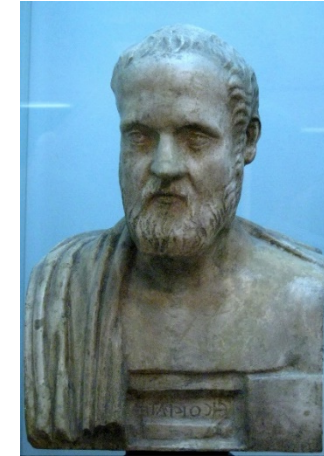
Pedagogical popularity: Antiquity to Renaissance

The instinct of imitation is implanted in man from childhood –Aristotle

- Quintilian: learn from others' work to have a base knowledge for use later and to build on
- Other supporters include Isocrates and Cicero
- Later used by Augustine and Erasmus



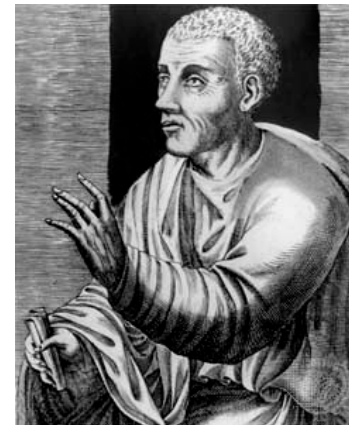
Biography.com



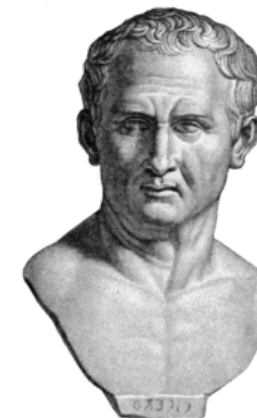
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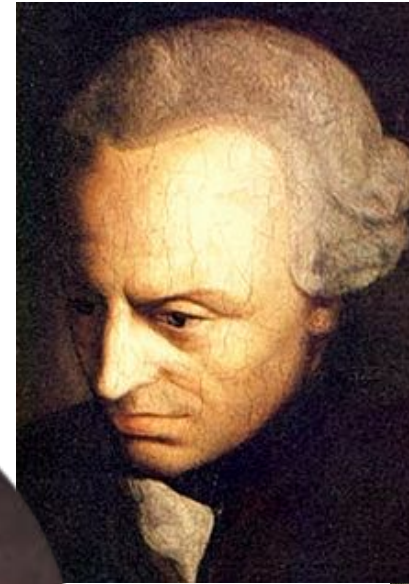
Pedagogical doubt: Enlightenment

Learning is nothing but imitation
–Kant

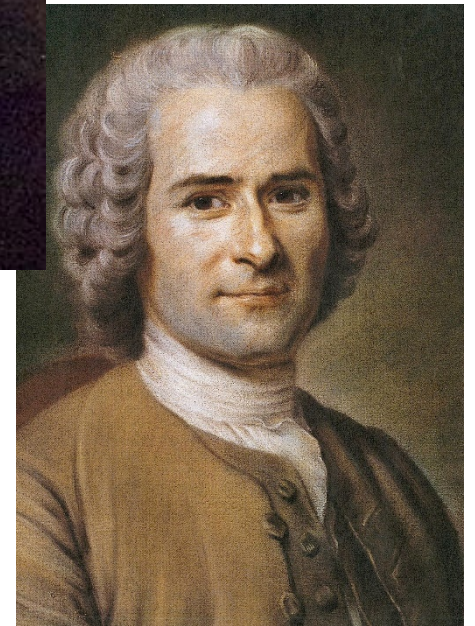
- Locke: concerns about authenticity
- Rousseau: concerns about artifice



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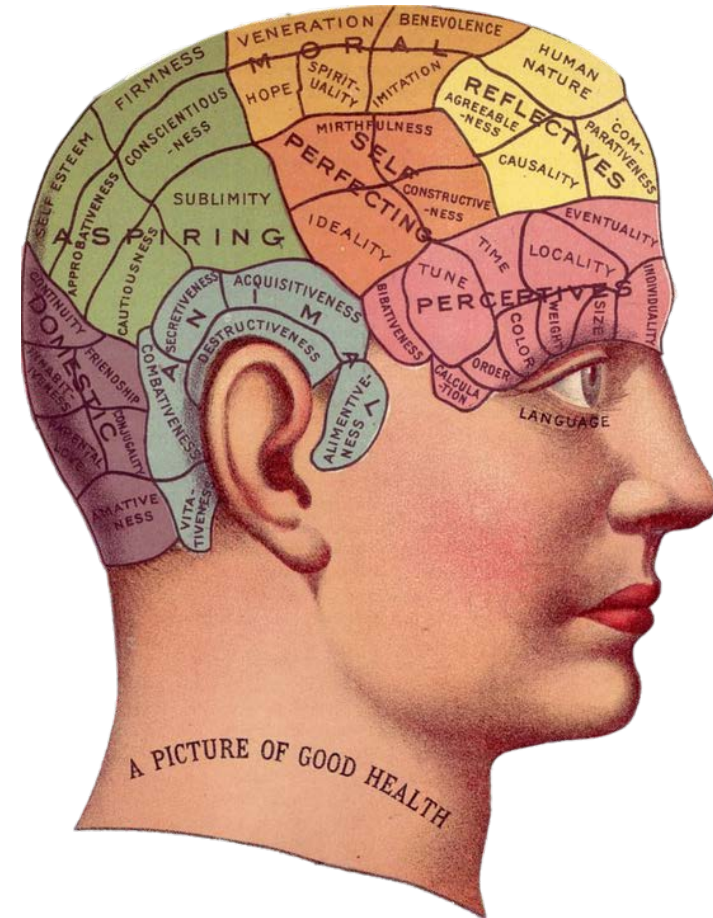
Pedagogical decline: 19th century to present

All good things which exist are the fruits of originality

– John Stuart Mill

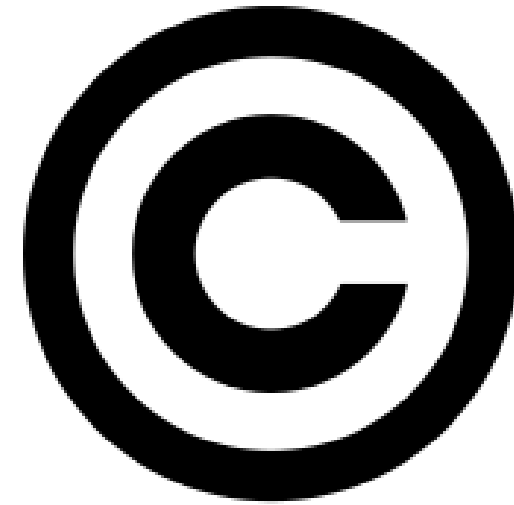
It is better to fail in originality than to succeed in imitation

– Herman Melville





Home Depot



Long, P. O. (1991). Invention, authorship, "intellectual property," and the origin of patents: Notes toward a conceptual history. *Technology and culture*, 32(4), 846-884.

In disciplines

- Art
 - Homage, pastiche, remix
- Computer science
 - Collaboration, open source
- Law
 - Precedent



imgfave.com



github.com



Haviland, C., & Mullin, J. (2009). *Who owns this text? plagiarism, authorship, and disciplinary cultures*. Logan, Utah: Utah State University Press.



blog.encyclopediavirginia.org

Calls for revival

Butler, P. (2001). Toward a pedagogy of writing immersion: Using imitation in the composition classroom. *Journal of College Writing*, 4, 107-114.

Matthiesen, C. (2016). Student-driven imitation as a means to strengthening rhetorical agency—Or, propelling Quintilian's chapter on imitation into today's teaching. *Advances in the History of Rhetoric*, 19(2), 208-224.

Terrill, R.E. (2011). Mimesis, duality, and rhetorical education. *Rhetoric Society Quarterly*, 41(4), 295-315.

Terrill, R.E. (2016). Reproducing virtue: Quintilian, imitation, and rhetorical education. *Advances in the History of Rhetoric*, 19(2), 157-171.



Wikipedia



When it matters

[The student] has to learn to speak our language

– Bartholomae

- Entrance to college
- Transition to specific discipline
- Entrance to the workplace



Patchwriting ≠ Plagiarism

- Moore Howard: Patchwriting represents a necessary and productive step in students' entrée into academic discourse
- Call for “decriminalization” has gained broader support
- *Shared vocabulary*
- *Entrée to disciplinary communities*



Artifacts, vocabulary, moves

Alexandra Messtick
Advisor: Ms. Hodges

Police Body Cameras: Can They Foster Trust Between Teenagers and Police in Baltimore?

Personal Project Goal: The goal of this personal project is to investigate whether or not police body cameras will significantly improve the level of trust between police and teenagers in the city of Baltimore by creating a documentary film that captures the opinions of a diverse group of teens.

Global Context: Fairness and Development

Annotated Bibliography

Ariel, Barak, William A Farrar, and Alex Sutherland. "The effect of police body-worn cameras on use of force and citizens' complaints against the police: A randomized controlled trial." *Journal of Quantitative Criminology*: 1-27. January 2014. Web. 18 November 2015.

Ariel, Farrar and Sutherland are all graduate students at the Institute of Criminology at Cambridge, UK. Farrar is also the Chief of Police in Rialto, CA. In their study they randomly selected officers to participate. Officers were assigned shifts during which they wore their cameras and those during which they didn't. The researchers found that the number of incidents defined in the study as "use of force" were reduced by 10% when cameras were worn. This article is valuable for my project because it provides background and evidence that use of force incidents may be reduced when cameras are present. This article is limited in value, however, because it does not deal at all with issues of trust between the police and it does not address teenagers specifically.

Moore, Michael. "Michael Moore's 13 Rules for Making Documentary Films." *Indiewire.org*. Web. 18 November 2015.

Michael Moore is a renowned documentary filmmaker, known for such films as *Fahrenheit 9/11*, *Bowling for Columbine*, and *Sicko*. This set of "rules" for making a documentary film are published in this magazine for independent filmmakers and lovers was Moore's keynote address at the Toronto International Film Festival's annual Doc Conference. In it Moore tells filmmakers to tell a compelling story that doesn't preach or teach. It should be entertaining and funny with high quality sound and a clear message. Moore's article is a valuable perspective for this project because it refers specifically to effective storytelling techniques for the documentary filmmaker like focusing your film on people you disagree with and keeping your story as short as possible. Moore's address, however, is limited when helping to create my personal project because he is repetitive in his structure and repeats the same advice about needing to make a movie people will like.

Jennifer Gaither/Slideshare.net

Introduction:

Charles Darwin is a naturalist around 1800s that discovered the theory of evolution. His observation of evolution occurred when he made his voyages around the world. The specific animals that occurred to him the most are the finches that he first discovered in South America, and then found many variations at many different places. As a scientist instinct he brought many of these varieties back to his lab and did a study on it. In that case he found out that they were somehow similar, but that their beaks were different. After many years of studying he understood that the finches' beaks were formed different was based on their environment, and the food that they found there. He then drew out the "tree of life" that each intersection point was where their ancestors and each line divisions were the starting point of developing into different species. However, that is how he came up of evolution which is processed by the process of Natural selection. (See class handout)

Evolution and Natural Selection:

Evolution is the changes in the characteristics of population from one generation to the next. This leads to the formation of new species, which carries a favorable characteristic to adapt to the changing environment. The purpose of evolution is to eliminate the unfavorable genes or traits that are unfit, because their physical element does not help them to survive. Evolution is established by a process called Natural Selection, which is the process which organisms in a population that have physical or behavioral traits that better suited to their current environment are more likely to survive, and to reproduce than individuals without traits less well suited to the current environment.

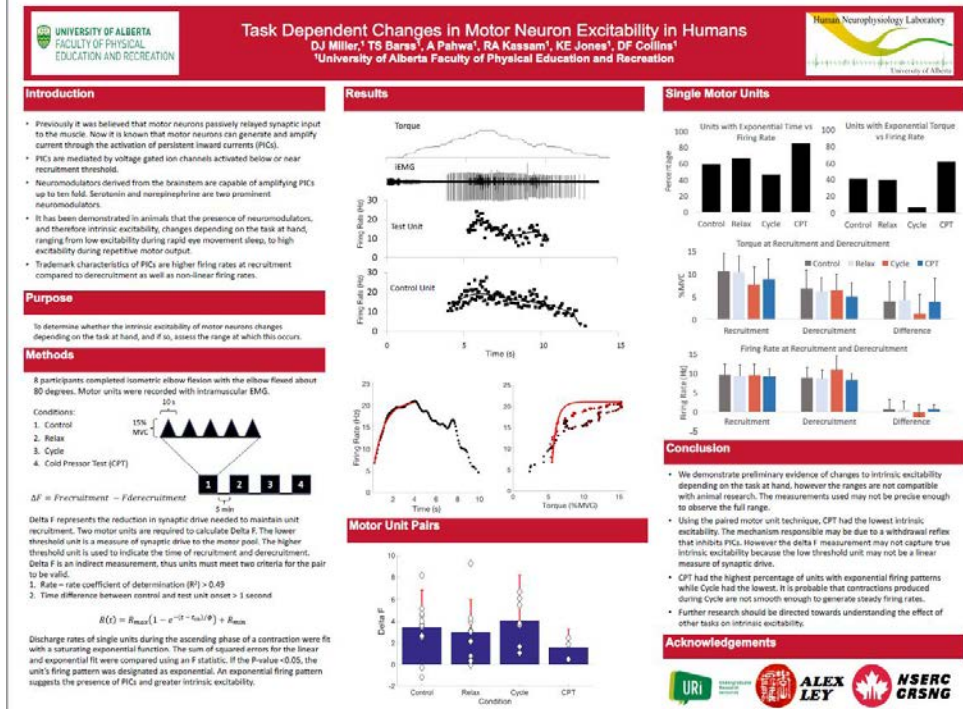
"Darwin stated that natural selection is process in five steps:

1. Species produce sexually for more offspring than can survive.
2. There is variation in inherited traits (alleles) among unique organism within population.
3. There is competition. There is a struggle for survival-some organisms will survive and reproduce more, some will die and reproduce less in any local environment.
4. Organisms with traits better suited to their environment (adaptation) tend to survive and reproduce more successfully than less fit organism. This is Natural selection or Survival of the fittest.
5. The favorable traits (alleles) that allow organisms to survive and reproduce become more common each successive generation are selected by nature. Traits in a population this change overtime, this is evolution." (see class powerpoint)

Natural selection is a long term process that does not happen in one generation but many generations. It is selecting the fittest genes to reproduce and then increase its population. As environments are changing, the animals need some kind of specific characteristics to be able to survive. This might be because of the food levels, the temperature, or the lack of water, which requires a

Name: Ravi P.
Unit: Biology, Evolution

Natural Selection Lab



University of Alberta



Additional references

- Haviland, C., & Mullin, J. (2009). *Who owns this text? Plagiarism, authorship, and disciplinary cultures*. Logan, Utah: Utah State University Press.
- Murphy, J. (2001). *A short history of writing instruction from ancient Greece to modern America* (2nd ed.). Mahwah, NJ: Erlbaum.
- Warnick, B. (2008). *Imitation and education: A philosophical inquiry into learning by example*. Albany: State University of New York Press.